Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor Text: Helen Keller

Tic Tac Toe

Directions: After reading Helen Keller, choose **three** activities to complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

|  |  |  |
| --- | --- | --- |
| **Vocabulary/Spelling**  **Choose 5 vocabulary words. Find them in the glossary in the back of your reading book. Read the definition. Rewrite it in your own words. Draw a quick doodle picture to help you remember the word’s definition.** | **Vocabulary/Spelling**  **Write your spelling words in ABC order. Highlight or underline the long O vowel patterns (-o, -oa, -ow)** | **Vocabulary/Spelling**  **Write 5 complete sentences using two spelling words in each sentence. Underline the spelling words. Highlight the long O vowel patterns.** |
| **GRAMMAR**  **Create a tree map with two branches titled common & proper nouns. Create a list of 5 proper nouns and 5 common nouns from the Anchor Text under each of the branches.** | **GRAMMAR**  **Read “Talking Tools” . Write the title of the story at the top of your page. Create a circle map with the word nouns in the small, center circle. Write nouns from the story in the larger outside circle. High light underline proper nouns.** | **GRAMMAR**  **Create a tree map with two branches common and proper. On the left side write the common noun for the various members of your family/community. On the right side write the proper noun for these people.** |
| **COMPREHENSION**  Read this week’s story with someone. Chose two pages to reread. Write a sentence to answer each question. Who? Did what? When? Where? Why? | **COMPREHENSION**  Read p.490-491. Create the chart on a piece of paper. Identify why the Author wrote this story. List details/evidence from the story that support the Author’s purpose. | **COMPREHENSION**  Read Talking Tools. Create a list of the different ways people communicate. |

**Vocabulary Words:**

Knowledge, illness, curious, imitated, motion, darkness, silence, behavior

**Spelling Sound Words:**

**Own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach**



**Super Second Grade**

**Lesson 14 Mission:**

**This week’s objectives:**

* Read grade level stories and use the text to identify the meanings of unknown words in the story.
* Ask & answer questions about stories (Who, What, When, Where Why).
* Know and use text features (pictures, labels, graphic organizers, etc) to find facts.
* Read, sort & spell words with long vowel sounds (**o, oa, ow**).
* Understand that nouns are proper (special names) that must be capitalized. Identify, and correctly capitalize proper nouns.
* Fluently add and subtract math problems equaling 0-20(3 seconds per problem).
* Understand & explain using words, pictures & equations (math problems) how subtraction and addition work.
* Recognize WHOLE numbers as being made of small parts.
* Understand that three digits in a number represents groups of **Hundreds, Tens, & Ones.**

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper).